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17. ABSTRACT (MAX. 250 WORDS)

The goals of the program are 1) to improve school-home communication, 2) to mediate the child's transition to school, 3) to provide more adult contacts, 4) to give parents new knowledge of child development and new ideas of ways for working with their own children, and 5) to relieve the teacher of some non-teaching activities. The parents who participate should be indigenous to the area, show interest in the program, and be in good physical and emotional health.

Parents are chosen through interviews and take part in an orientation workshop for one week. In-service training meetings are held throughout the year, and parents help lead adult education classes.

Suggestions are given concerning the role of parents in seeing that the children learn something positive, and that they are happy. They should help care for equipment and be alert to any safety hazard. They should learn all that the teachers are trying to do, and be particularly helpful in the children's language development. A sample schedule of the aide's interaction in the program is given, showing his particular duties in the course of a day.

The evaluation of the program indicates that parent aides have been an effective and productive part of the pre-school program. They have been responsive to children's needs, and have worked toward self-improvement, maintaining a well-groomed appearance, and making every effort to speak clearly and distinctly. They have helped the children form positive self-images, encouraged them to participate, and helped provide enriching experiences.

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OAKLAND PUBLIC SCHOOLS
Interagency Project

PRESCHOOL PARENT AIDE PROGRAM

I. Goals

A. To improve the communication between the home and the school by involving people indigenous to the community.

B. To help mediate the transition the child faces in confronting the differences between the home and school environments.

C. To provide for more child-to-adult contacts within a classroom setting.

D. To give parents an opportunity to gain new ideas of ways for working with their own children.

E. To provide opportunities for parent aides to share what they have learned with other parents through adult education classes.

F. To improve parent aides' skills for guiding childrens' social, emotional, physical and intellectual growth.

G. To relieve the teacher of some non-teaching activities.

H. To provide part-time employment.

II. Qualifications

A. Indigenous to the area where the children are located.

B. A high school education desirable but not required.

C. Recommended by principal of the school.

D. Shows interest in program.

E. Is in good physical and mental health.

F. Is dependable and loyal to the principal, teacher and other school staff.

G. Has acceptable speech.

H. Is willing to accept training.

III. EMPLOYMENT

Interviews with prospective parent aides were conducted by the principals of the schools involved. All applicants went through the regular procedure for the hiring of classified personnel in Oakland Public Schools. In addition a supplementary form covering the following information - speech, stability, family commitments, personal appearance and availability for orientation training - was filled out by the principal.

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III. Employment (continued)

Of the twenty-five parents who were interviewed, eighteen were selected as parent aides, and four were placed on the substitute list. Since the program has begun, ten mothers have called in indicating a desire for employment. They have been placed on a waiting list in the Interagency office. One parent aide has been replaced due to poor health.

IV. Training

A. Orientation

An orientation workshop was held for one week, November 9 through 13 (8:30 - 11:30), prior to the opening of the preschool centers.

1. This workshop was set up under the direction of the Coordinator for the Interagency School Project, with the Field Teacher and Field Assistant taking the major responsibility for the preparation and content of the workshop.

2. Great assistance was provided through suggestions and/or participation by Miss Reid, General Supervisor, Miss Jones, Music Supervisor, Mr. Cohen, Art Supervisor, Mrs. Grace Ross, Research Assistant, and Mrs. Hanna Sanders, Consultant, Child Study Center, University of California.

3. The following topics were covered at the workshop:

First Day — Background for Project
Overview of Preschool Program
Employment Policies

Second Day - Child Development
Visit to Child Care Center - Observation

Third Day - Music for the Preschool Child
Art for the Preschool Child
Sharing and Discussion of Observations at Child Care Centers

Fourth Day - Overview of the Language Development Program
Learning to Use Manuscript Writing

Fifth Day - Developing Language Awareness Activities
Language Games, Finger Plays, Puppets, Dramatic Play, Books and Stories.
Discussion of Research Aspects of the Program

IV. Training (continued)

B. General Inservice Activities

Each Monday morning is set aside for inservice training. On the first Monday of each month, all parent aides meet at the Administration Building for further inservice training meetings. These are under the direction of the Coordinator, Field Teacher, Field Assistant and preschool teachers with the assistance of supervisors and other resource people. On succeeding Mondays parent aides meet at the preschool centers to work directly with the teachers.

C. Center Inservice Activities

1. Teachers at the preschool centers meet with parent aides at the end of each daily session for evaluation.

2. On-the-spot training goes on continuously.

D. Extension of Inservice

1. Professional books are provided at each center for parent aides to check out.

2. Provisions have been made for them to attend workshops.

3. They are encouraged to take courses offered in the preschool field.

4. They have taken an active part in the adult education program by acting as leaders for small group discussions.

V. Responsibilities of Parent Aides

A. For the Children

B. For Physical Environment

C. For Participation in Curriculum

D. To Other Parents

E. To Teacher and School Personnel

(See Section VII for more detailed information.)

VI. Evaluation of Parent Aides

Parent aides have been an effective and productive part of the preschool program. We have chosen the following categories for evaluation.

A. Commitment to total program -

They have

shown great interest in their work,
been willing to put in additional time and effort,
been punctual in getting to work on time,
had few absences,
come to evening adult education meetings.

B. Responsive to childrens' needs -

They have

been warm, supportive,
been able to interact positively with the children,
had a good attitude with regard to children's health and safety,
been able to accept individual differences in children.

C. Self-Improvement -

They have

learned finger plays, songs and manuscript writing,
learned something about child development,
checked out books for professional reading,
been able to accept guidance and suggestions from the teacher.

D. Responsibility to Educational Goals of Program -

They have

helped children form positive self-images,
been most helpful in encouraging the children to take part, ask questions and communicate in other ways,
been helpful in providing enriching experiences for the children, such as bringing in new foods, materials for doll house, collage materials for art and science materials.

VI. Evaluation of Parent Aides (continued)

E. Relations with Other Staff, Teacher, Other Aides, Parents -

They have

maintained a professional attitude in this area,
been loyal to the teacher and the school,
a good working relationship developed,
seen themselves as a teacher aide and co-worker.

F. Personal Characteristics -

They have

come to work well groomed, neatly and appropriately dressed,
made every effort to speak clearly and distinctly when working with the children.

VII. The Role of the Parent Aide in the Preschool Program

A. The Parent Aide's Concerns with the Children

1. Do all that you can to be sure the child is learning something positive.

a. Be a stimulation of the child's emotional and intellectual development.

b. Call objects by their correct names and encourage the children to repeat the names of the objects.

c. Encourage the children to talk, carry on conversations with you, ask questions, and elicit responses.

d. Encourage children to use names - their own, other children's, teachers, and aides.

e. Always speak in clear sentences - speak clearly; speak in complete thoughts.

f. Help children develop good habits of articulation by speaking clearly.

g. Encourage children to ask questions and stimulate curiosity.

h. Encourage participation and listening when the teacher has the group together for a lesson of any kind.

i. Try not to interfere with one child's problems unless there seems to be great need.

VII. The Role of the Parent Aide in the Preschool Program (continued)

A. 1. (continued)

j. Give language examples to child of how they can deal verbally with a situation, instead of physically.

k. Help the child be sure the parts of puzzles, toys and books are always replaced before the child leaves them.

l. Encourage correst use of material.

m. Relate to child on a one-to-one basis.

2. Do all that you can to be sure the children are happy.

a. Help establish a positive adult-child relationship by genuine interest.

b. Greet each child by name as soon as possible. Encourage them to learn your name and use it. When they call you "teacher" try to have them say your name.

c. Try to interest the crying child after first trying to find out why the tears or unhappy face.

d. By an example of a ready smile, try to elicit a smile from the children as you talk with them.

e. Remove threats to the child coming from his own fears or from aggressive behavior of others.

f. If a child is threatening another child, intervene by words of calmness, take by the hand and lead the offender away, or detract the other child until you can return to the aggressive one — do not permit unhappy quarrels to become unmanageable.

g. Give special care to the child's belongings, help him take care of them.

h. Show appreciation for the child's accomplishments.

i. Help build his self-image by talking to him on his level, showing interest in his individuality and uniqueness.

3. Be alert to the safety of the children.

a. Observe the objects they are using and how they are using them; remove or correct as the case requires.

b. Know where children are at all times.

c. Report any injury immediately to the teacher.

VII. The Role of the Parent Aide (continued)

B. The Parent Aide's Concerns with the Physical Environment

1. Care of equipment

a. See that equipment is in good repair - fix it or remove it until it can be fixed.

b. Report loss of objects or need for replacement of supplies which are nearly out.

c. Help the children to remember to put things away where they belong.

d. Encourage the children to do all possible in the clean-up period, but finish up details yourself.

2. Help make any equipment, charts, games, manipulative materials (zipper boards, lacing or shoe string boards, broom horses, doll clothes, doll corner towels, lunch cloths, etc.).

3. Gather raw materials for use in centers (wood, dress-up clothes).

4. Bring other resources for enrichment such as unusual food, hobbies, pets, games, pictures, resource people.

C. The Parent Aide's Participation in the Curriculum of the Preschool Program

1. Find out what the schedule for the day is, and prepare needed materials or get them out for use.

2. Listen to and learn all songs, finger plays, etc., being used so that you can lead a few children in same at an opportune time.

3. Discourage destructive behavior and waste.

4. Express appreciation to the child when he thinks for himself, and responds to conversation from you.

5. Use opportunities on a one-to-one basis for use of books, puppets, flannelboard, etc.

6. Guide children through example, redirection and speech (see guides for speech and action).

7. Learn manuscript (labeling, writing names, etc.).

8. Be aware of own voice, articulation, modulation, inflection, etc.

9. Participate in trips and excursions.

10. Know the materials and various possibilities for use (see guides for speech and action).

VII. The Role of the Parent Aide (continued)

C. 11. Be aware of developmental skills - use checklists.

12. Make anecdotal records when necessary.

13. Help teacher in planning and preparation of weekly program.

14. Contribute in evaluation sessions.

15. View children's T.V. Make suggestions when possible for carry through in school.

D. The Parent Aide's Relationship to other Parents

1. Be loyal to the group with which you are working.

2. Be aware of code of ethics with regard to discussing other parents and their children.

3. Try to carry the "message" of what is happening at school to your neighborhs thereby establishing a positive attitude toward school.

4. Minimize conversation with others during the school session.

5. Contact parents with regard to absences, parent meetings, etc., as teacher suggests.

6. Act as discussion group leaders in adult education classes.

E. Parent Relationship with the Teacher

1. See yourself as a teacher aide and co-worker.

2. Be loyal to the teacher.

3. Ask questions freely and make suggestions.

4. Take some responsibility in all phases of the program.

F. Parent Relationship with School Personnel

1. Establish a friendly relationship with principal, secretary, custodian, etc.

2. Be loyal to the school, school personnel, and its policies.

Preschool Parent Aide Program

VII. The Role of the Parent Aide (continued)

G. Sample Schedule of Aides' Interaction in Program

Monday - Training and Inservice Sessions at school site and Administration Building (see Orientation and Inservice Training)

Evenings - Bi-monthly, Involvement in Adult Education (see Adult Education).

Tuesday through Friday -

8:40 - 9:15 - Manipulative, self-selected activity

1. Read to child.
2. Encourage child to retell a story using puppets.
3. Give suggestions in using pegs, mosaic, etc., as to color or design matching (see Guides for Speech and Action).
4. Name the letters the child uses in fit-a-space.
5. Help blindfolded child in matching textures and shapes.
6. Help child with sorting, categorizing and sequence games.
7. Take attendance.

9:15 - 9:45 - Language Development

1. Sit with children for group lesson, participate with children, encourage those who need it.
2. Lead finger plays or songs as teacher suggests.
3. Lead small group discussions for weather, calendar and classroom pets.
4. Aide with child helper prepares snack.

VII. The Role of the Parent Aide (continued)

9:45 - 10:00 - Snack

1. Sit with assigned group.
2. Encourage good manners.
3. Encourage child participation in passing food and pouring milk.
4. Encourage conversation - start one if necessary by using picture or object.
5. Make clean-up meaningful.
6. Build concept of color, number, size, etc.

10:00 - 10:20 - Story Groups

1. Read story to groups.
2. Encourage child to discuss pictures, talk about story.
3. Let children suggest books to read.

10:20 - 10:50 - Physical Development

1. One aide stays in room and prepares art material.
2. One aide with assigned group takes out equipment for physical development.
3. Participate with children in ball and jump rope play and organized games.
4. Encourage children to verbalize what they are doing.
5. Encourage children to play creatively on equipment.
6. Encourage developmental use of materials such as balancing, chinning, climbing.

10:50 - 11:30 - Creative Arts

1. Make a vareity of material readily available.
2. Encourage children to talk about art experiences, (do not make suggestions).
3. Encourage correct use of material and supervise clean up.
4. Participate in walks, science experiences, or library visits.
5. Assist in preparation for going home - notes, children's work, etc.

Preschool Parent Aide Program

VII. The Role of the Parent Aide (continued)

11:30 - 11:40 - Evaluation with Teacher

1. Discuss and make suggestions for working with children.

2. Discuss use of materials.

3. Discuss children's emotional and social growth and help make anecdotal records.

4. Help evaluate skills and use checklists for guides in directing children's activity.

5. Discuss plans for following day.

CH:HM:r
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